DOCUMENT RESUME

ED 385 649 UD 030 542

AUTHOR Ochoa,. Alberto M.; And Others
TITLE Evaluation of Student Perceptions on Dropout Prevention. San Diego High School Student Survey.
INSTITUTION San Diego City Schools, Calif.
PUB DATE Apr 94
NOTE 46p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Asian Americans; Black Students; Dropout Research; *Dropouts; *Educational Experience; Ethnic Groups; *Family Characteristics; High Schools; Hispanic Americans; Parent Participation; *Prevention; Satisfaction; *Student Attitudes; Student Motivation; Surveys; *Urban Schools; White Students
IDENTIFIERS African Americans; Asian American Students; Hispanic American Students; Latinos; *San Diego Unified School District CA

ABSTRACT

The attitudes of students toward school and dropping out and the kinds of pressures students feel from their families that create school problems were studied in the San Diego City (California) school system. An ethnically diverse inner city high school was selected for the study, with about 56 percent Latino or Hispanic students, 12 percent African Americans, 10 percent Asian Americans, and 20 percent Euro-American. A total of 120 students completed the survey, with 90 selected for interviews. Perceptions of teacher caring were related to happiness in school. Interest in school was found to be related to student sense of happiness in going to school and sense of being treated well in school. The theme of dropping out was related to: (1) having no private time or time to do homework at home; (2) ease in talking to a counselor; (3) interest in school; and (4) being happy there. Group interviews indicated that students recognized the need to take responsibility for their own school concerns. They also highlighted the need for parents to provide more encouragement and to be more involved. Recommendations for dropout prevention based on student responses are included. Eleven charts present survey findings. Two appendixes present open-ended survey questions and their responses. (Contains 8 references.)(SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 385 649

San Diego High School Student Survey
Student Perceptions on Dropout Prevention

by

Student SDCSD Roundtable Members

Jason Tillero, 11th Grade
Celina Mairena, 12th Grade
Raza King, 10th Grade

SDCSD Roundtable Facilitators
Robert Amparan, SDHS Principal
Alberto M. Ochoa, SDSU, Member

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. M. OCHOA
POLICY STUDIES
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Report Prepared
by
Alberto M. Ochoa
Professor, Policy Studies
San Diego State University

April 1994

BEST COPY AVAILABLE

UD030 5442

Evaluation of Student Perceptions on Dropout Prevention
San Diego High School Student Survey

SUMMARY

Issue/Concern

Student achievement is strongly influenced by the extent to which federal/ state/county/city governments, business and labor, media, school boards, teachers, administrators and community members advocate the promotion of student talents. Of great importance is the way students are treated in school and what positively or negatively drives their success in school and home.

In predicting the academic success or failure of Latino/Chicano/African American and low income youth, the student client is infrequently taken into consideration. The voices of youth in our schools need to be heard. These voices need to inform educators, policy makers, and the general public about their views on the conditions contributing to students leaving school, as well as their feelings about school climate, and the pressures they face at home.

Research Questions

Three student generated questions guided the study: 1. In what ways does school contribute to student wanting to dropout?, 2. What kinds of feelings do students have about school that make them want to leave school?, and 3. What kinds of pressures do students get from their family that create school problems?

Results

A predominantly ethnically diverse inner city high school was selected for the study, consisting of approximately 56% Latino/Hispanic, 12% African American, 10% Asian, 20% Euro-American, and 2% other ethnicities. The **findings of the survey** suggest three themes. **Teacher caring, interest in school, and dropping out of school.** With regards to **teacher caring** the following variables indicated a moderate to strong relationship between "My teachers help me" (V7), "My teachers are concerned" (V8), "My teachers tell me what they expect of me" (V14), "My teachers treat me as a competent individual" (15), "I am treated well at school" (V20), "I am happy when I attend school" (V22), and "I have access to my counselor (V10). With reference to **interest in school**, this theme was found to be related to student sense of happiness in going to school (V22), talking to counselor (V27), preferring to be at school than home (V33), and being treated well at school (V20). Lastly, the theme of **dropping-out of school** was found to be related to having no private time (V29), time to do

homework at home (V28), student ease in talking to a counselor (V27), and *negatively* related to interest in school (V19), happy when attending school (V22), and treatment at school (V20).

The **findings of the group interviews** indicate that **students** recognize the need to take responsibility about their own school concerns, sense a lack of student leadership, have a need for access to school counselor services, desire school personnel who can guide them in personal crises, being proactive in dealing with graffiti and the hygiene conditions of the school, feel racial tensions between ethnic groups in the school, and perceive a need for their culture to be recognized and integrated in the curriculum. With respect to **teachers**, the findings suggest a need for teachers to show a more caring attitude, becoming more aware of the social characteristics of the students they teach, and the social pressures they experience; such as needing to work to help the family, taking care of family members and in helping support themselves. Lastly, for **parents** the findings suggest the need for parents to be aware that adolescence brings many changes to the lives of their son/daughter as they go through junior and high school, the need for parents to provide more home encouragement, the need for parent-teacher-student mediation in situations where disagreements needs a third neutral party to assist in finding a resolution, and the increase need for parent awareness in dealing with teenagers, drugs, and school-home responsibility.

Recommendations

School and Teacher Recommendations

1. The findings of this study need to be part of the 1993-94 **agenda of the faculty and San Diego High School Associated Student Body** (ASB) in order for the ASB to examine the issues voiced by the students in Spring of 1993.

2. Students should be informed as to who is their **school counselor and when s/he is available to meet students**.

3. Students should be **informed who they can see if they have an "immediate" personal problem or need help in resolving a crisis**.

4. The different ethnic groups on campus have misperceptions of each other and communication with each other is lacking. The **school needs to facilitate ways to address the racial tensions between ethnic groups in the school**.

5. The **curriculum needs to integrate the contributions that different ethnic groups in our society have made in the development of our nation.** Presently, the curriculum of San Diego High School (SDHS) is felt to be Eurocentric. Different values and perspectives of the diverse ethnic communities need to be integrated throughout the curriculum. Thus, it is highly important for SDHS to increase ethnic and social awareness.

6. **Quality of school environment needs to be monitored.** The school restrooms need critical attention. Graffiti on the walls and the cleanliness of the restrooms contribute to a negative image of the school and perceived student racial tensions. The school administration needs to be more aware of the daily conditions of the bathrooms, and monitor them in some way.

7. **Teachers need to show a more caring attitude** (yet demand and push their students to achieve) but in a manner that allows students to feel secure and seek their help.

8. **Teachers and school staff need to be fully aware of the social characteristics of the students at SDHS**. Many of the students have many responsibilities beyond school such as work, taking care of family members and helping to support themselves. Different school programs or options need to be made available to all students who need a different school schedule or approach to receive their high school diploma.

9. **Student concerns and feelings need to be integrated into the school decision process** about classes, curriculum, human relations activities and career planning.

10. When disagreement about a given problem occurs a **third neutral party is needed in finding a resolution,** and should be made available to aid in the decision.

Student Recommendations

11. School spirit needs to be developed through more school activities that address the **need of respecting the school,** to protect the school against taggers and graffiti. This also requires that students understand each other as members of the school.

12. **Students need to increase their awareness about the relevance of academic achievement** and how it relates to work, careers, and the social and money pressures that they will continue to face as adults. This can be achieved

through school programs made available to students about career planning, social living, and social responsibility.

13. Racial tension concerns many students. Ways to **reduce misperceptions between Mexicans, African-Americans, Asians and Euro-American students** with respect to language, dress, why they group themselves, and awareness about the history of their school community needs to be part of the curriculum and communication in all classes.

Family Recommendations

14. Parents need to be aware that adolescence brings many changes to the lives of their young adults. The **school needs to communicate with parents** as to the pressures and needs of their son/daughter as they go through junior and high school. Parental encouragement and support is needed. The school should offer **parenting classes** dealing with discipline, communication with teenagers, drugs, and school-home responsibility.

Dropout Roundtable Recommendations

15. **Provide students more voice** through their involvement in the District Committee and through student action research approaches.

16. The Committee should continue to **document student voices and experiences** to acquire a better understanding of the conditions which contribute to student achievement and under-achievement.

Educational Importance

The study documents the need for ongoing prevention interventions that students, teachers, and parents can undertake in addressing dropout prevention. The study also shows that students can play a significant role in identifying and documenting their concerns in order for dialogue and debate to take place in resolving their perceived concerns. The action research also calls for the school's curricula to include the voices and experiences of students.

The voices of high school youth expresses the need to be included in the process of education, a need for teacher caring and fairness, the increase need for cross-cultural awareness in the school's curricula, the awareness that students need to become more active in school issues/problems, and for parents to be more encouraging and active in the education of their son/daughter. High school students in the urban context want to be involved with school and community issues, and in resolving school and social tensions.

Evaluation of Student Perceptions on Dropout Prevention
San Diego High School Student Survey

ISSUE/CONCERN

Student achievement is strongly influenced by the extent to which federal/ state/county/city governments, business and labor, media, school boards, teachers, administrators and community members advocate the promotion of student talents. Of great importance is the way students are treated in school and what positively or negatively drives their success in school and home.

In predicting the academic success or failure of Latino/Chicano/African American and low income youth, the student client is infrequently taken into consideration. The voices of youth in our schools need to be heard. These voices need to inform educators, policy makers, and the general public about their views on the conditions contributing to students leaving school, as well as their feelings about school climate, and the pressures they face at home.

Background

Schools have a serious challenge in providing Latino/Chicano/African American and low income youth with the necessary skills to have access to the world of work. Over 40% of our Latino/Chicano youth drop out of school, while another 30% receive a high school diploma with academic deficiencies that make them underskilled and underemployed. Of the remaining 30%, only 15% enter college, and about 5% eventually receive a B.A. Degree (Haycock and Navarro, 1988; Chavez, 1993).

Compounding the problem is the fact that the largest percentage of students who leave before graduation are Latino/Chicano/African American. Research studies find that underachievement in the areas of reading and math for 80% of our students is detected as early as the third grade (Espinosa and Ochoa, 1992; Haycock and Navarro, 1988). In addition, the absence of a systematic school accountability process to determine instructional and school program effectiveness allows schools to perpetuate educational expectancy bands that justify low achievement and student disempowerment. Schools are expected to perform to the socioeconomic background of their students. School success is based on schools performing to their level of expectation (Zachman 1987; Espinosa & Ochoa, 1992). The costs of leaving school are obviously high for the underachiever, and also high for community and society which must bear the financial brunt of the under-skilled youth's inability to hold a job. Considering the tragic circumstances of dropping-out, preventive action within the schools is

the schools is not only desirable, but essential (Catterall and Cota-Robles, 1988, Kitchen, 1990; Chavez, 1993).

Purpose of Study

The purpose for conducting this study was to gather student perceptions from the point of view of high school students on student perceptions about the conditions in their school that contribute to students thinking of leaving school. The study was recommended by the San Diego Dropout Prevention Roundtable as an exploratory investigation that would capture the perceptions and opinions of students on the subject of dropout prevention.

Design of the Study

A committee of the San Diego City Schools Dropout Prevention Roundtable was formed consisting of three high school students and an adult member of the committee who served as facilitator to the committee. The role of the committee was to conduct a study of student perceptions on dropout prevention from the perspective of the student. A predominantly ethnically diverse high school was selected for the study, consisting of approximately 56% Latino/Hispanic, 12% African American, 10% Asian, 20% Euro-American, and 2% other ethnicities.

The committee met during the lunch hour for approximately 30 weeks (from October 6, 1992 to May 17, 1993) at the school site. The committee developed a series of guiding questions that led to: the formulation of the three research questions, the selection of the sample of the study, the development of survey and interview questions, field testing the survey instrument, the implementation of the survey, conducting interviews, analyzing interview and survey data. The survey data was analyzed using the SPSSX statistical package (descriptive statistics, cross-tabs, correlations), and recommendations developed.

Study Components

Guiding issues identified and used to develop survey instrument:

1. High School is not a very high priority for some students (due to personal problems and other concerns).
2. Existing apathy and social distance between school, home, and the student.
3. Problems with teachers (real or perceived).
4. How students are treated by their peers, teachers, counselors, and other adults.

5. School difficulty due to students who do not keep-up with their studies or lack the needed skills to succeed in school.
6. Students are uncomfortable talking to school counselors.
8. Finding work is difficult because it conflicts with school hours.
9. Too many responsibilities--childcare, contributing income to the home, care and comfort siblings, etc..

Study Questions

The above nine issues were used to formulate the three research questions of this study:

1. In what ways does school contribute to student wanting to dropout?
2. What kinds of feelings do you have about school that make you want to leave school?
3. What kinds of pressures do students get from their family that create school problems?

Sample. San Diego High School was the selected site, with 90 students selected to participate in the interviews. A total of 120 students completed the survey, 30 students from Club Diego completed the survey. Club Diego is a special program within the school that works with students having school-related problems. These students were invited to participate, through their home rooms, based on their November 1992 grades. Consideration was given to have an equal proportion of males and females, as well as ethnic diversity that was representative of San Diego High School. The following breakdown illustrates the characteristics of the student sample selected for the study:

	Grades (GPA)		
Grade Level	Below 1.9	Between 2.0 - 2.5	Above 2.6
10th	10	10	10
11th	10	10	10
12th	10	10	10
Club Diego	10	10	10

Instruments. Two approaches were used. The first was a 35 item Likert Scale survey based on three study questions. The second consisted of small group interviews, of five students per 30 minute interview, using four research questions (structured interview). Students completed a survey and were interviewed during January 13 and 14, 1993. Each of the group interviews had

five students with a each interview lasting 30 minute. The interviews were led by two students, one conducting the interview and the other taking notes on student responses. See Appendix I for a copy of the survey instrument and open ended questions used in the interviews.

Procedures. The steps undertaken in completing the study were:

1. Identify the statement of the problem: our thinking as to why students leave school.
2. Identify issues or problems.
3. Identify how issues/problems can be stated as questions.
4. Identify approach to be taken. How many students? What grade levels? How will we do the survey? How will we conduct interviews? How many students will we interview per grade and based on what grades? How will we be able to identify a representative sample of students?
5. Develop study questions.
6. Prepare questions for survey.
7. Prepare survey.
8. Field test survey using a random sample of 30 students.
9. Analyze field test for "fuzzy " words and modify instrument as needed.
10. Work with principal to do computer random sample of students. Use students ID number and control for grade level, grades, gender and ethnicity.
11. Identify students to be interviewed.
12. Schedule students with teacher permission.
13. Practice interviewing and recording responses.
14. Determine how student responses should be documented.
15. Conduct surveys (N=120) and 19 Interviews (N=90) in teams of two.
16. Collect surveys and notes on each interview. Document data.
17. Determine how data would be analyzed and presented? For whom?
18. Analyze surveys using descriptive statistics.
19. Determine pattern of responses and overall findings.
20. Prepare recommendations
21. Prepare data for report and presentation of findings.
22. Write report.
23. Present report to stakeholders.

Limitations of the Study

The study conducted was limited to one high school in the San Diego City School District using a student-developed Likert Scale survey and structured interview

approach. The study collected data during January 1993 and can not account for any intervening conditions that could have influenced student responses.

FINDINGS OF THE STUDY

The first part describes the demographics of the study. The second part describes the findings (students responses) to the 35 item Likert Scale instrument using descriptive statistics and correlations of selected variables. The third part documents the responses of 19 small group interviews (of five students per 30 minute interview) using four guiding questions.

Demographics

Table I illustrates the demographics of the study. One hundred twenty (N=120) students responded to the survey, of which 64.2% were female and 33.8% male; 60% were 15 and 16 years of age and 38.4% were 17 and 18 years old. By grade level, 30.8% were in the 10th grade, 39.2% in the 11th grade, and 30.0% in the 12th grade. In terms of ethnicity, the respondents reflected the school's characteristics, of which 55.8% were Latino, 11.7% African American, 10% Asian, 20% White, and 2.5% Other. By home language background, 43.3% were English speakers, 48.3% Spanish, 4.2% Asian language, and 2.5% other languages. With respect to how students feel when they attend school, 25% responded that they felt supported, 30% somewhat supported, 40% neutral, and 5% unsupported. By achievement (1.0=D, 2.0=C,3.0=B,4.0=A), 33.3% were below 1.9 , 33.3% between 2.0 to 2.5, 33.3% at or above 2.6.

Survey Findings

The survey was designed around three factors: school, student and the home. Chart I presents an overview of the findings by degree of agreement, standard deviation and mean scores.

Under **school factors,** three questions had the greatest agreement with strongly agree or agree. Question 13 (V13) "I have the skills to do well in school" had a 76.7% agreement, followed by V9 "I know what I need to graduate from high school" with 73.2% and V12 "High School is a high priority for me" with a 72.6% agreement. V15 "My teachers treat me like a competent individual" had the lowest agreement with a 45.7% response.

TABLE I

Demographics

1. **Sex:**	Male (35.8 %)	Female (64.2%)	
2. **Age :**	15 years		21.7%
	16 years		38.3%
	17 years		24.2 %
	18 years		14.2%
	19 years		1.7%
3. **Grade level**:	10th. (37)		30.8%
	11th. (47)		39.2%
	12th. (36)		30.0%
4. **Race/Ethnicity** :	Latino		55.8%
	African American		11.7%
	Asian		10.0%
	White		20.0%
	Other		2.5%
5. What is your **Home language**:		English:	43.3%
		Spanish	48.3%
		Asian	4.2%
		Other:	2.5%
6. When you **attend school you feel**:			
	Supported		25.0%
	Somewhat supported		30.0%
	Neutral		40.0%
	Unsupported		5.0%
* **Level of Achievement by GPA:**			
	Low below	1.9	33.3%
	Average	2.0 to 2.5	33.3%
	High	2.6 & above	33.3%

Chart I: Student Survey: Perceptions on Dropout Prevention

The San Diego City Schools Roundtable on Dropout Prevention is requesting your opinions to the following questions. You are asked to indicate your opinions using a five point scale. Your name or opinion will be kept confidential. Thank you for your cooperation and assistance.

Please check or circle your best opinion

SCHOOL Factors:	Strongly Disagree/ Disagree	*Some-what Agree*	Strongly Agree or Agree	Std Dev.	Mean
7 My teachers help me with my work in class.	8.3	30.8	60.8	.90	3.72
8 My teachers are concerned when I do not do well.	14.2	30.8	55.0	1.07	3.58
9 I know what I need to graduate from High School.	8.3	18.3	73.2	1.04	4.05
10 I have access to my counselor.	18.8	28.3	55.9	1.12	3.59
11 I am challenge by my school work.	10.8	29.2	60.0	.98	3.67
	9.2	14.2	72.6	1.03	4.14
12 High School is a high priority for me.	5.0	18.3	76.7	.86	4.07
13 I have the skills to do well in school.	18.3	31.7	50.0	1.08	3.49
14 My teachers tell me what they expect of me.	21.7	30.8	47.5	1.14	3.35
15 My teachers treat me like a competent individual.	62.5	18.3	19.1	.98	3.67
16 I am treated differently at school because of my race.	11.7	35.8	52.5	1.06	3.58
17 I am comfortable when I speak to teachers.					
Student Factors					
18 I have seriously thought about dropping out.	74.2	12.5	12.3	1.24	1.98
19 I am very interested in school.	14.2	21.7	64.1	1.19	3.77
20 I am treated well at school.	13.3	27.5	59.2	1.00	3.63
21 I am satisfied with my school grades.	44.2	26.7	29.2	1.27	2.74
22 I am happy when I attend school.	16.7	35.8	47.5	1.13	3.41
23 I try to avoid school because of school assignments.	76.7	12.4	10.9	1.09	1.97
24. I feel intimidated by other students.	72.5	15.0	12.5	1.10	2.09
25 I worry that I will not graduate from high school.	51.7	19.2	29.2	1.45	2.67
26 I am bored with my classes.	38.4	33.3	28.3	1.20	2.91
27 I feel comfortable talking to my counselor.	25.0	27.5	47.5	1.33	3.37
Home Factors					
28. I do not have time to do my homework at home.	51.7	25.0	23.3	1.30	2.63
29. I have no private time.	55.8	21.7	22.5	1.30	2.56
30. My work hours interfere with my school work.	73.3	9.2	17.5	1.30	1.95
31. I need to help my family financially.	56.7	17.5	25.8	1.38	2.50
	49.2	28.3	22.5	1.26	2.62
32 I have more responsibilities at home than at school.	36.7	25.8	37.5	1.39	3.02
33 I prefer to be at school than at home.	53.3	32.5	14.2	1.05	2.55
34 School is too demanding.	70.8	15.0	14.2	1.23	2.17
35 My parents don't pay attention to my school work.					

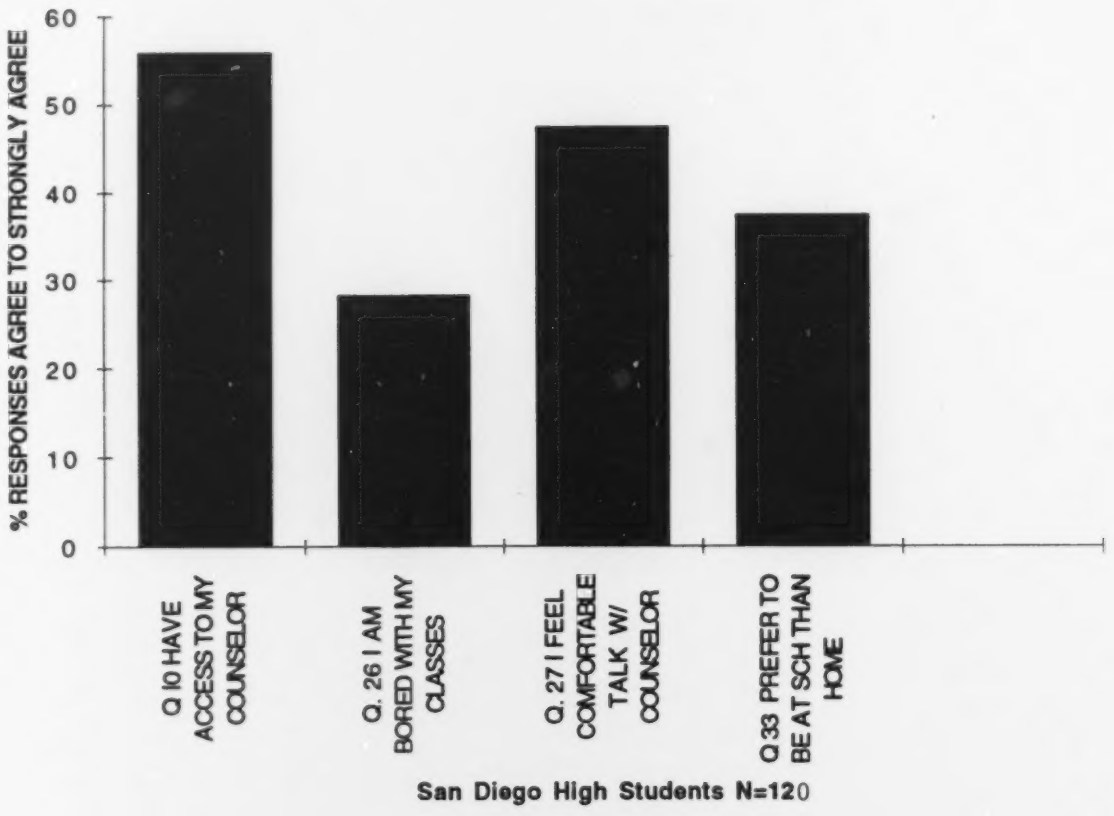
Under **student factors**, three questions stand out in terms of the greatest disagreement. V23 "I try to avoid school because of school assignments" had a 76.7% disagreement; V18 "I have seriously thought about dropping out" with a 74.2% disagreement, while having a 24.7% somewhat agree to agree response. V27 "I feel intimidated by other students" has a 72.5% disagreement. Under V19 "I am very interested in school" had a 64.1% agreement. With respect to V26 "I am bored with my classes" 61.6% of the students responded somewhat to strongly agree.

Under **home factors**, five questions stand out when the somewhat to strongly agree responses are combined. V33 "I prefer to be at school than at home" had a 73.3% response; followed by V32 "I have more responsibilities at home than at school" with a 50.8%; V28 "I do not have time to do my homework at home" with 48.3%, V34 "School is too demanding" with 46.7%, and V29 "I have no private time" with a 44.2% somewhat to strongly agreement.

Six charts illustrate other patterns in the findings. **Chart II Counselor, Classes and Home** illustrates student agree to strongly agree student responses to V10, 26, 27, 33. This chart illustrates the need for better access to counselors, as well as having a sense of comfort in speaking to them; over 25% of the students expressing that they are bored with his/her classes; and over 36% expressing that they would rather be at home than school. **Chart III Dropout Concerns** illustrates disagree to strongly disagree students responses to V16, 18, 21, 23, 24. While the percentage is low about issues associated with dropout concerns, about 12% expressed "I have seriously thought about dropping out;" and feeling intimidated by other students, while 19% expressed feeling that they are treated differently because of their race. **Chart IV Home Related Factors and Work** illustrates agree to strongly agree student responses to V 28, 29,30, 31,32. This chart depicts that about 20% of the students do not have time for homework, have no private time, work hours interfere with school work, and have more home responsibilities at home than school. **Chart V Treatment and Interest in School** illustrates agree to strongly agree responses to student responses to V8,19, 20, 22, 35. This chart suggests that only 55% of the teachers are viewed as being concerned about their students when they do not do well; about 14% of the parents are viewed as not paying attention to their son's/daughter's school work,; less than 50% indicated being happy when they attend school, and 13% indicated not being treated well at school. **Chart VI Personal Needs and Concerns** illustrates agree to strongly agree student responses to V10, 25, 26, 27,32, 33. This chart suggests that over 29% worry that they will not graduate from high school; 28% being bored with their classes; 37% expressed that they would rather be at home than school, and about 19% indicating that they do not have access to their counselor. **Chart VII High School Goals and Expectations** illustrates agree to strongly agree student

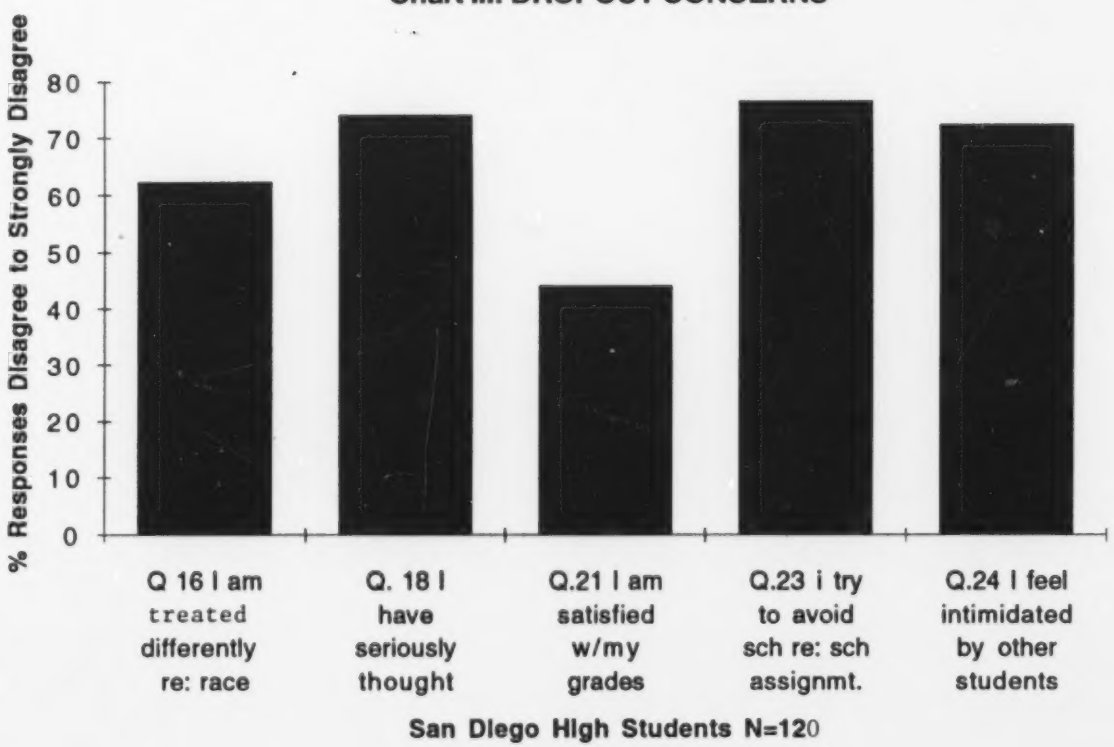
responses to V9, 12, 13, 19, 34. This last chart suggests that over 70% of the students expressed that they know what they need to graduate from high school, that they see high school as a high priority, and have the skills to do well. Over 64% indicated that they are interested in school, and 53% do not see school as being too demanding.

Chart II: COUNSELORS, CLASSES AND HOME



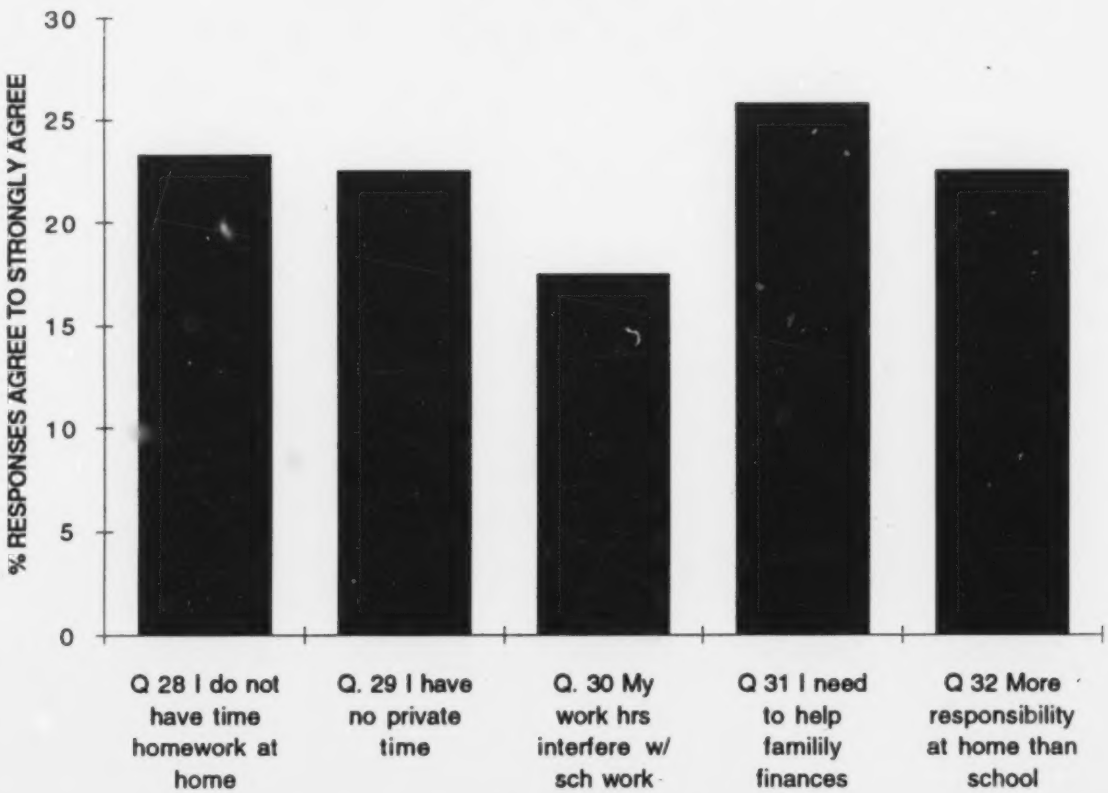
Selected Questions

Chart III: DROPOUT CONCERNS



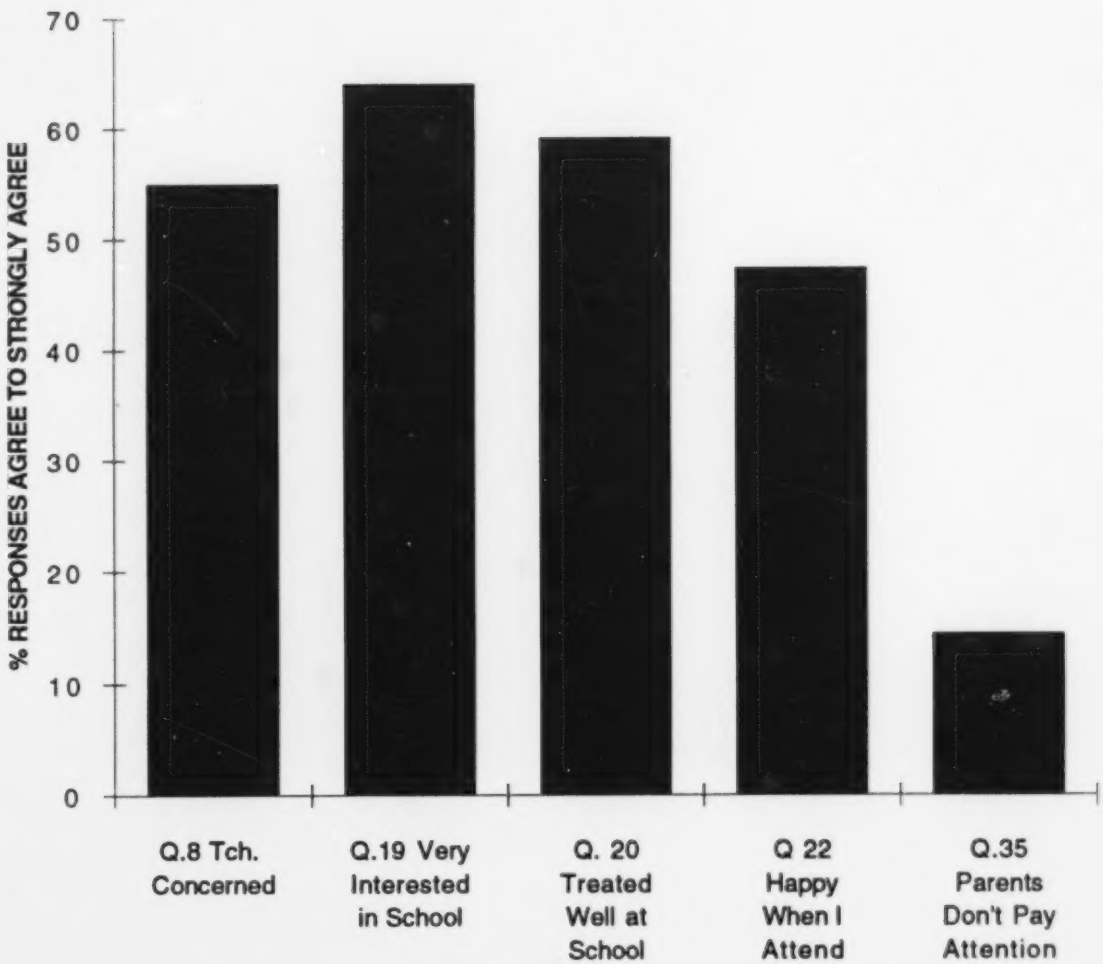
San Diego High Students N=120

Chart IV: HOME RELATED FACTORS AND WORK


% RESPONSES AGREE TO STRONGLY AGREE
30
25
20
15
10
5
0
Q 28 I do not have time homework at home
Q. 29 I have no private time
Q. 30 My work hrs interfere w/ sch work
Q 31 I need to help familily finances
Q 32 More responsibility at home than school

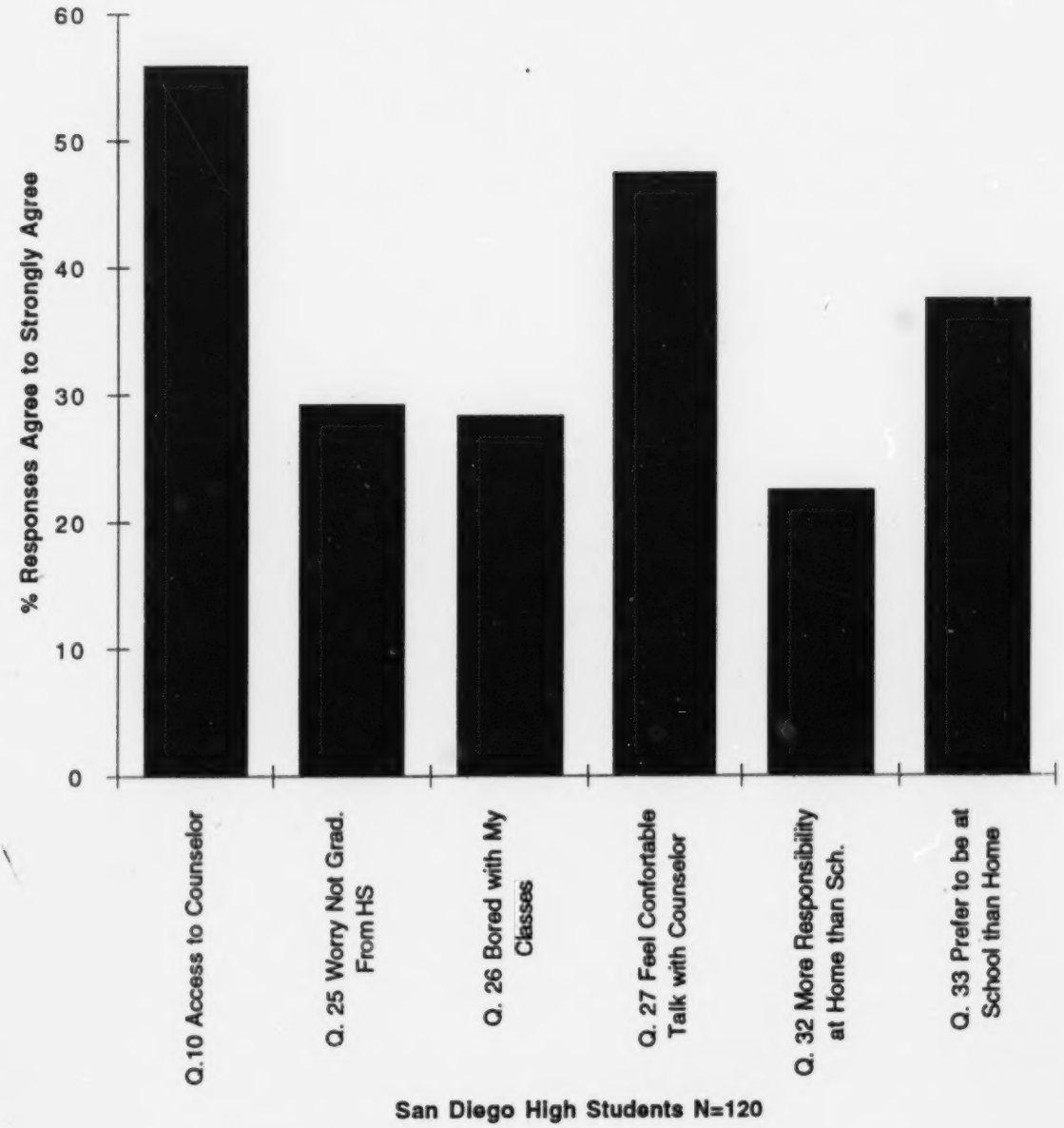
San Diego High Students N=120

Chart V: TREATMENT AND INTEREST IN SCHOOL



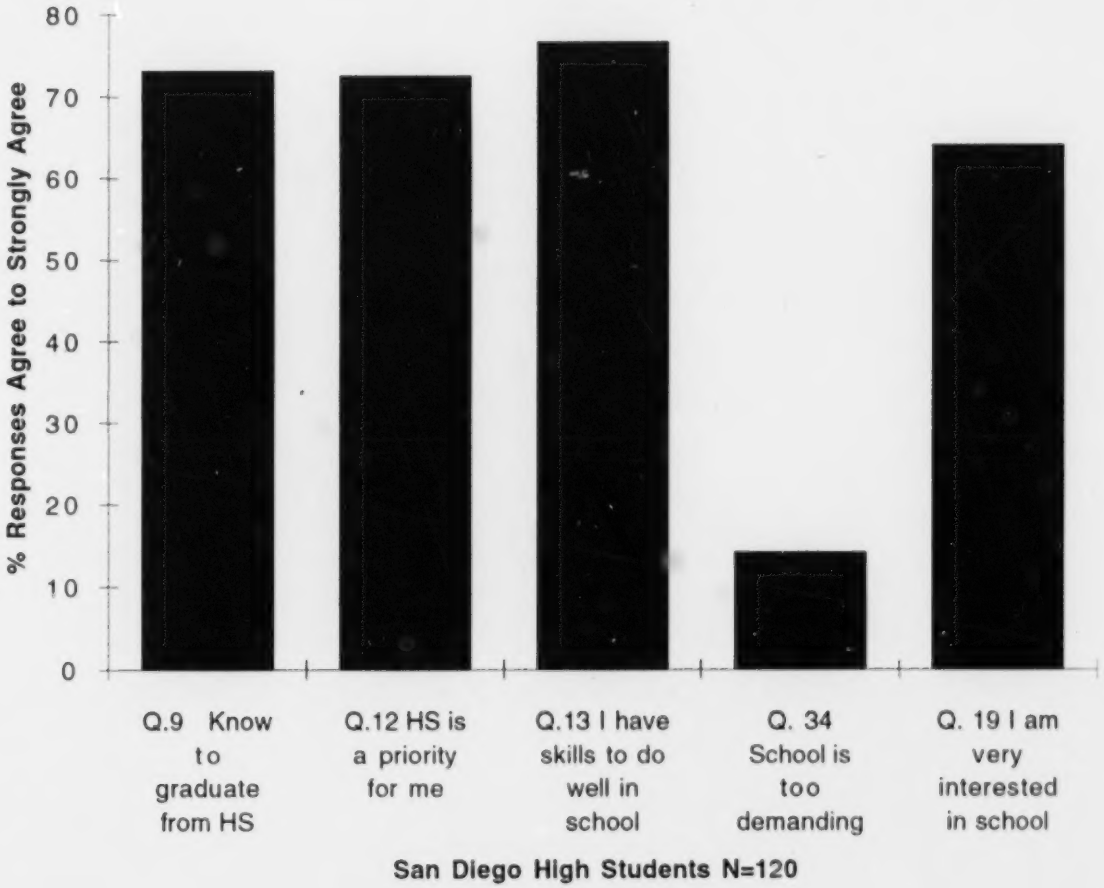
SAN DIEGO HIGH STUDENTS N=120

Chart VI: Personal Needs and Issues



Selected Questions

Chart VII: High School Goals and Expectations



Correlations of Selected Variables

Further analysis of selected variables was undertaken using Pearson Product Movement Correlation Coefficient calculations. A correlation coefficient compares the variation of one variable to the variation of another variable. **Table II provides a correlation matrix of selected variables that were most significant at the .01 level and at the moderate to strong level of relationship.**

The question **"My teacher helps me with my home work in class" (V7)** was found to be significantly correlated with "My teachers are concerned when I do not do well" (V8) with a coefficient of .5254; "I am treated well at school" (V20) with a coefficient of .4423, and "I am happy when I attend school" (V22) with a coefficient of .4273.

The question **"My teachers are concerned when I do not do well" (V8)** was correlated with "I am happy when I attend school" (V22) with a coefficient of .4966, and "My teachers tell me what they expect of me" (V14) with a coefficient of .4113.

The question **"I have access to my counselor" (V10)** was correlated with "My teachers tell me what they expect of me" (V14) with a coefficient of .4715 and "I feel comfortable talking with my counselor" (V27) with a coefficient of .4557.

The question **"My teachers tell me what they expect of me" (V14)** was correlated with "My teacher treats me like a competent individual" (V15) with a coefficient of .4839, as well as with variable dealing with feelings comfortable talking with counselor (V27), interested in school (V19), and happy when I attend school (V22).

The question **"My teachers treat me like a competent individual" (V15)** was correlated with "I am happy when I attend school" (V22) with a coefficient of .3818 and "I am treated well at school" (V20) with a coefficient of .3767. Other variables closely related included interested in school (V19) and feeling comfortable talking with counselor (V27).

The question **"I have seriously thought about dropping out" (V18)** was negatively related with "I am interested in school" (V19) with a coefficient of -.4554, ""I am happy when I attend school" (V22) with a correlation of -.4410, and "I am treated well in school" (V20) with a coefficient of -.4194.

The question **"I am interested in school" (V19)** was strongly correlated with "I am happy when I attend school" (V22) with a coefficient of .6524, correlated with "I feel comfortable talking to my counselor" (V27) with a coefficient of .4314, and "I prefer to be at school than at home" (V33) with a correlation of .4304.

The question **"I am treated well at school" (V20)** was correlated with "I am happy when I attend school" (V22) with a coefficient of .5019, and negatively correlated with "I do not have time to do my homework at home" (V28) with a correlation of -.2593.

The question **"I am happy when I attend school" (V22)** was correlated with "I prefer to be at school than at home" with a correlation of .4861 and "I feel comfortable talking to my counselor" (V27) with a coefficient of .4057. This variable was also found to be negatively correlated with "I do not have time to do my homework at home" (V28) and "I have no private time" (V29) with coefficients of -.3033 and -. 2424 respectively.

The question **"I have no time to do my homework at home" (28)** was highly correlated with "I have no private time" (V22) with a coefficient of .6637.

Table II
Correlation Matrix of Selected Variables
San Diego High Student Survey

	V7	V8	V10	V14	V15	V18	V19	V20	V22	V27	V28	V29	V33
V7 Teacher Help	1.000	.5243*	.2597*	.3592*	.3016*	-.3001*	.3626*	.4423*	.4273*	.3182*	-.2772*	-.1876*	.1919*
V8 Teacher Concerned		1.000	.3424*	.4113*	.4245*	-.0970	.3611*	.3666*	.4966*	.3329*	-.0933	-.0933	.2827*
V10 Access Counselor			1.000	.4715*	.2837*	.0014	.1302	.0601	.1524	.4557*	.1215	-.1429	-.0604
V14 Teacher. Expect of Me				1.000	.4839*	-.1283	.3185*	.2674*	.2864*	.3970*	-.0680	.1432*	.01060
V15 Teacher Treat Compt. Indv.					1.000	-.2608*	.2902*.	3767*	.3818*.	2900*	-.1113	-.1843**	.1762
V18 Serious Dropping Out						1.000	-.4554*	-.4194*	-.4410*	.2737*	.3447*	.3699*	-.0973
V19 I am Interested in Sch.							1.000	.3369*	.6524*	.4314*	-.2420*	-.2099	.4304*
V20 I am Treated Well in School								1.000	.5019*	.2707*	-.2593*	-.1644	.1550
V22 I am Happy Attend School									1.000	.4057*	-.3033*	-.2424*	.4861*
V27 Comfortable Talk Counselor										1.000	.20358	-.1243	.2776*
V28 No Time Homework Home											1.000	.6637*	.0228
V29 I Have No Private Time												1.000	.0228
V33 Prefer School Than Home													1.000

* $p < .01$ ** $p < .05$

Student Group Interviews

A summary of 19 student group interviews is presented in this section using the following four open ended questions:

1. How does school contribute to student wanting to dropout?
2. What kinds of feelings do you have about school that make you want to leave school?
3. What kinds of pressures do students get from their family that create school problems?
4. Other comments?

The interviewers wrote the salient comments made by each group interviewed. These responses were first listed, then clustered, and lastly, the cluster of responses were used to identify the themes derived from the responses. A listing of student responses are found in Appendix II. Four Charts are presented to illustrate the pattern of student comments made in the interviews.

Chart VIII illustrates the responses to the first question: **How does school contribute to student wanting to dropout?** Chart VIII indicates that in 18 of the 19 (95%) interviews, **teacher interest** was mentioned as teachers not going the extra step to encourage or push the student to achieve, and needing to demonstrate a caring attitude. In 17 of the 19 interviews, **academic pressures from school** were mentioned in terms of school work being too difficult and teachers not explaining work. In 9 of the 19 interviews (42%), not getting the **help from counselors** or unavailable to students was mentioned. **School expectations** was also mentioned in 9 of 19 (42%) interviews as teachers underestimating student potential. In 9 of the 19 (42%) interviews, student **racial tension** was mentioned as school not doing enough to recognize or deal with racial tensions and discrimination. In 5 of the 19 (24%) interviews, **school work** was mentioned as too difficult and teachers not explaining course work. Furthermore, in 4 of the 19 interviews (21%), **misinformation** was mentioned as students not knowing all of the school requirements, programs in school or what was available in the school. Lastly, in 1 of the 19 interviews, **financial obligations** was mentioned as a potential condition for considering dropping out of school.

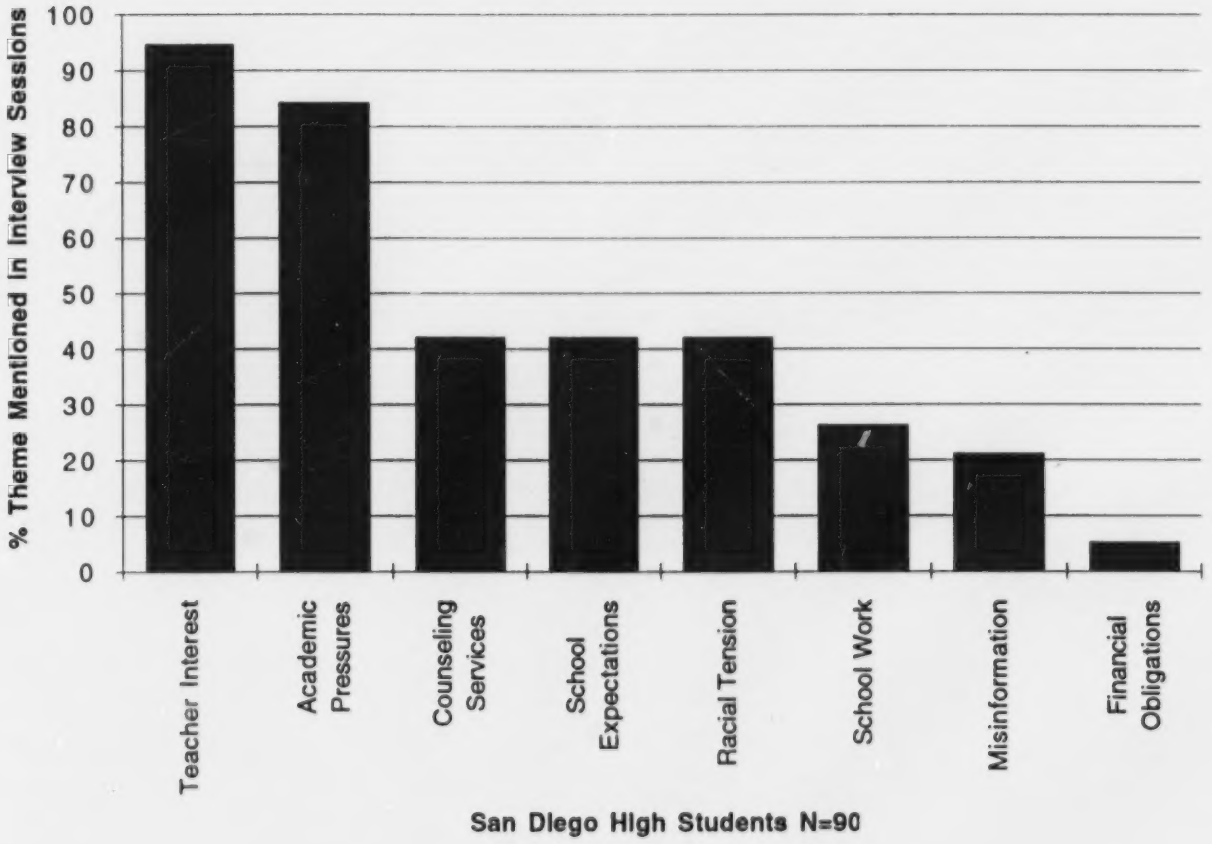
Chart IX illustrates the pattern of responses to the second question: **What kinds of feelings do you have about school that make you want to leave school?** Chart IX illustrates that in 10 of the 19 (52%) interviews, students identified **racial problems** as a concern for leaving school. An additional 9 of the 19 (42%) interviews indicated **student concerns** ranging from personal problems to not taking responsibility in preparing themselves for

the future. **School demands** was mentioned in 5 of the 19 (26%) interviews, with regards to advance classes, and giving more homework, to the awareness that students need to take more responsibility for doing well in school. The **school environment** was mentioned in 5 of the 19 (26%) interviews and the opinions related to the graffiti and cleanliness of the restrooms. The last theme identified was **school expectations,** with 4 of the 19 interviews mentioning this area and indicating the need for the school to raise student expectations.

Chart X illustrates the responses to the third question: **What kinds of pressures do students get from their family that create school problems?** Chart X illustrates the pattern of student responses in terms of five themes that are perceived as family pressures that create school problems for the student. The **need to work** was identified in 10 of 19 (52%) interviews. **Special needs or problems** confronting the student was mentioned in 8 of the 19 (42%) interviews and related to dealing with home conditions such as "parents not caring," "pregnancy," "drugs creating a bad situation," and taking care of family members. **Lack of family support** was mentioned in 8 of the 19 (42%) interviews. **Parent school pressures** was identified in 6 of the 19 (31%) interviews and related to parents putting too much pressure on students to get good grades. In 3 of the 19 (16%) interviews, students identified **other family priorities** such as parents placing home responsibilities over school.

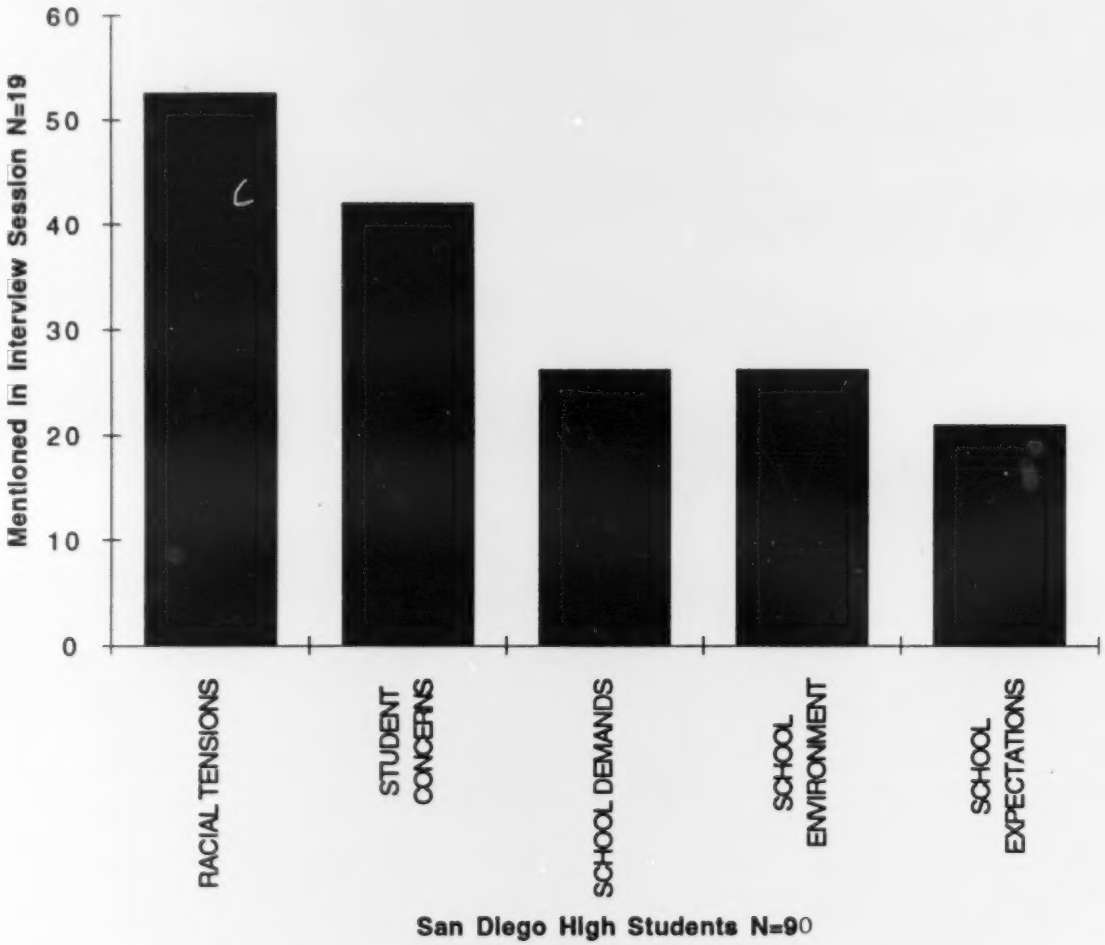
Chart XI illustrates the responses to the fourth question: **Other comments or issues perceived in the school?** Five themes were identified. In 17 of the 19 (84%) interviews **school improvements** was mentioned and dealt with such issues as needing peer counseling, improving cafeteria food, improving bathrooms, identifying programs for students who need credits, smaller classes, and parking lot security. In 9 of the 19 (42%) interviews, **racial tensions** was again mentioned and the opinions related to need to respect other students, "too much gang mentality," vandalism, and tensions between ethnic groups. **Responsibility for school and success** was mentioned in 5 of the 19 (24%) interviews and addressed wanting an education, wanting success, and preparing for a job. **Restroom hygiene** was mentioned in 4 of the 19 (21%) interviews and opinions dealt with the need to monitor and cleaning bathrooms. Lastly, **like and dislike for school** was mentioned in 7 of the 19 (36%) interviews, with such views ranging from "wouldn't want to change schools," "don't want to go to school on a daily basis," and "high school prepares me for a better job."

Chart VIII: THEMES: How does school contribute to student wanting to dropout?



Themes Mentioned in Interview Sessions

Chart IX: THEMES: WHAT KINDS OF FEELINGS DO YOU HAVE ABOUT SCHOOL THAT MAKE YOU WANT TO LEAVE SCHOOL?



30

Themes Mentioned in Interview Sessions

Chart X: THEMES: WHAT KINDS OF PRESSURES DO YOU GET FROM YOUR FAMILY THAT CREATE SCHOOL PROBLEMS?

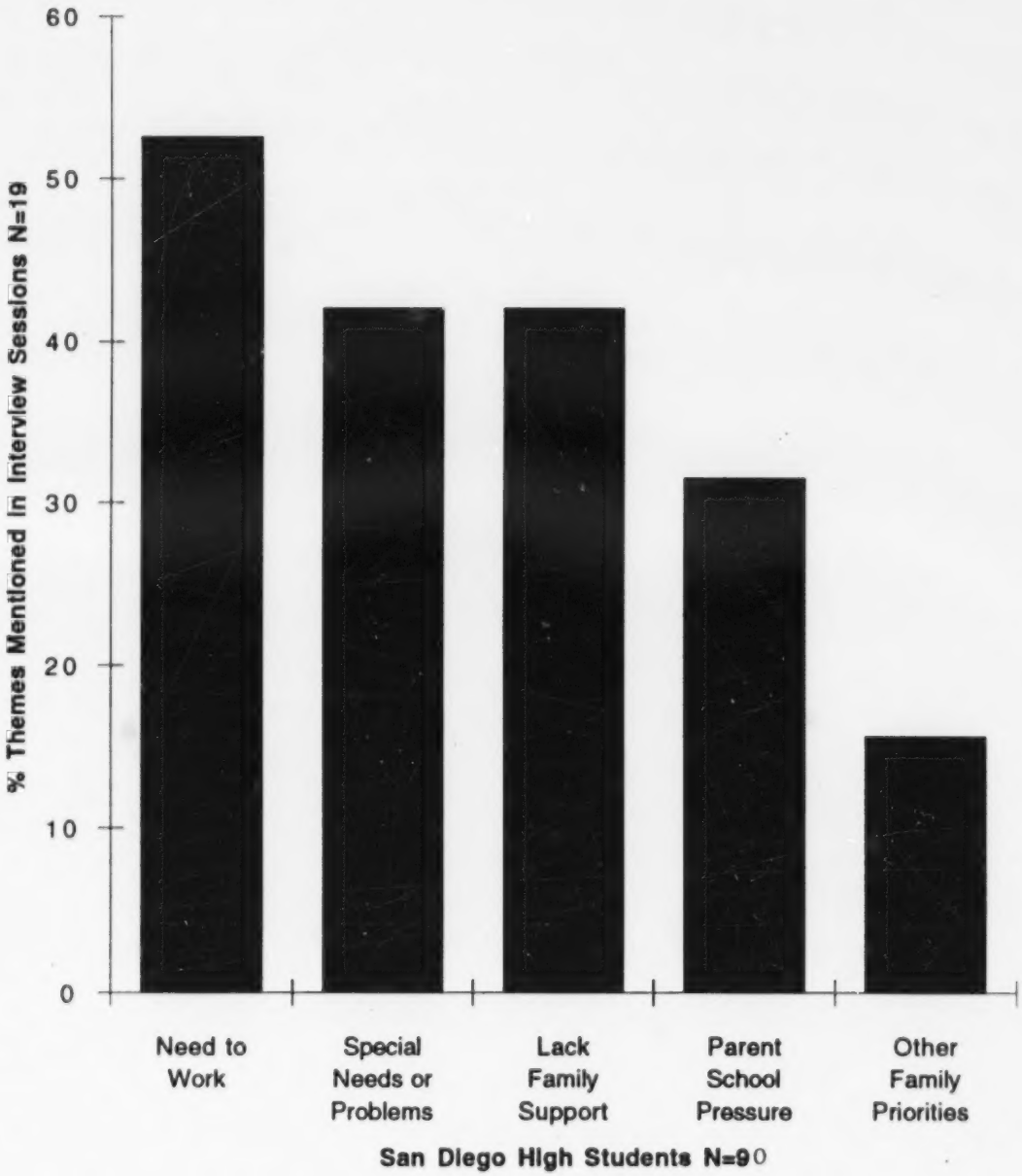
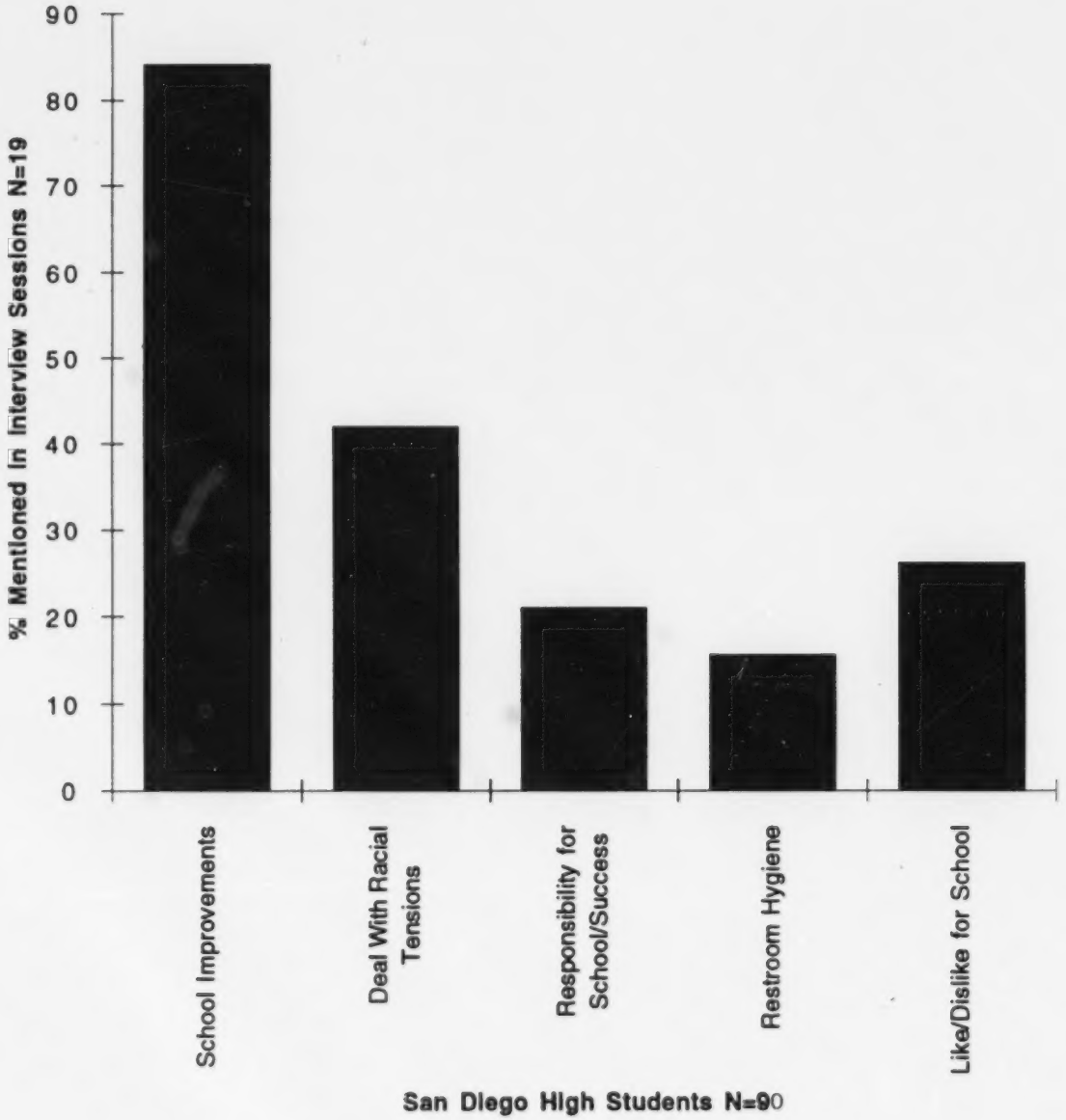


Chart XI: THEMES: ANY OTHER COMMENTS or ISSUES PERCEIVED IN THE SCHOOL?



Themes Mentioned in Interview Sessions

Summary of Findings

The **findings of the survey** suggest three themes. **Teacher caring, interest in school, and dropping out of school.** With regards to **teacher caring** the following variables indicated a moderate to strong relationship between "My teachers help me" (V7), "my teachers are concerned" (V8), "My teachers tell me what they expect of me" (V14), "My teachers treat me as a competent individual" (15), "I am treated well at school" (V20), "I am happy when I attend school" (V22), and "I have access to my counselor (V10). With reference to **interest in school**, this theme was found to be related to student sense of happiness in going to school (V22), talking to counselor (V27), preferring to be at school than home (V33), and being treated well at school (V20). Lastly, the theme of **dropping-out of school** was found to be related to having no private time (V29), time to do homework at home (V28), student ease in talking to a counselor (V27), and *negatively* related to interest in school (V19), happy when attending school (V22), and treatment at school (V20).

The **findings of the group interviews** indicate that **students** recognize the need to take responsibility about their own school concerns, sense a lack of student leadership, have a need for access to school counselor services, desire school personnel who can guide them in personal crises, being proactive in dealing with graffiti and the hygiene conditions of the school, feel racial tensions between ethnic groups in the school, and perceive a need for their culture to be recognized and integrated in the curriculum. With respect to **teachers**, the findings suggest a need for teachers to show a more caring attitude, becoming more aware of the social characteristics of the students they teach, and the social pressures they experience; such as needing to work to help the family, taking care of family members and in helping support themselves. Lastly, for **parents** the findings suggest the need for parents to be aware that adolescence brings many changes to the lives of their son/daughter as they go through junior and high school, the need for parents to provide more home encouragement, the need for parent-teacher-student mediation in situations where disagreements needs a third neutral party to assist in finding a resolution, and the increase need for parent awareness in dealing with teenagers, drugs, and school-home responsibility.

RECOMMENDATIONS

School and Teacher Recommendations

1. The findings of this study need to be part of the 1993-94 **agenda of the faculty and San Diego High School Associated Student Body** (ASB) in order for the ASB to examine the issues voiced by the students in Spring of 1993.

2. Students should be informed as to who is their **school counselor and when s/he is available to meet students.**

3. Students should be **informed who they can see if they have an "immediate" personal problem or need help in resolving a crisis.**

4. The different ethnic groups on campus have misperceptions of each other and communication with each other is lacking. The **school needs to facilitate ways to address the racial tensions between ethnic groups in the school.**

5. The **curriculum needs to integrate the contributions that different ethnic groups in our society have made in the development of our nation.** Presently, the curriculum of San Diego High School (SDHS) is felt to be Eurocentric and provides only a page or paragraph to an ethnic group contribution. Different values and perspectives of the diverse ethnic communities need to be integrated throughout the curriculum. Thus, it is highly important for SDHS to increase ethnic and social awareness.

6. **Quality of school environment needs to be monitored.** The school restrooms need critical attention. Graffiti on the walls and the cleanliness of the restrooms contribute to a negative image of the school and perceived student racial tensions. The school administration needs to be more aware of the daily conditions of the bathrooms, and monitor them in some way.

7. **Teachers need to show a more caring attitude** (yet demand and push their students to achieve) but in a manner that allows students to feel secure and seek their help.

8. **Teachers and school staff need to be fully aware of the social characteristics of the students at SDHS.** Many of the students have many responsibilities beyond school such as work, taking care of family members and helping to support themselves. Different school programs or options need to be made available to all students who need a different school schedule or approach to receive their high school diploma.

9. **Student concerns and feelings need to be integrated into the school decision process** about classes, curriculum, human relations activities and career planning.

10. When disagreement about a given problem occurs a **third neutral party is needed in finding a resolution,** and should be made available to aid in the decision.

Student Recommendations

11. School spirit needs to be developed through more school activities that address the **need of respecting the school,** to protect the school against taggers and graffiti. This also requires that students understand each other as members of the school.

12. **Students need to increase their awareness about the relevance of academic achievement** and how it relates to work, careers, and the social and money pressures that they will continue to face as adults. This can be achieved through school programs made available to students about career planning, social living, and social responsibility.

13. Racial tension concerns many students. Ways to **reduce misperceptions between Mexicans, African-Americans, Asians and Euro-American students** with respect to language, dress, why they group themselves, and awareness about the history of their school community needs to be part of the curriculum and communication in all classes.

Family Recommendations

14. Parents need to be aware that adolescence brings many changes to the lives of their young adults. The **school needs to communicate with parents** as to the pressures and needs of their son/daughter as they go through junior and high school. Parental encouragement and support is needed. The school should offer **parenting classes** dealing with discipline, communication with teenagers, drugs, and school-home responsibility.

Dropout Roundtable Recommendations

15. **Provide students more voice** through their involvement in the District Committee and through student action research approaches.

16. The Committee should continue to **document student voices and experiences** to acquire a better understanding of the conditions which contribute to student achievement and under-achievement.

Educational Importance

The study documents the need for ongoing prevention interventions that students, teachers, and parents can undertake in addressing dropout prevention. The study also shows that students can play a significant role in identifying and documenting their concerns in order for dialogue and debate to take place in resolving their perceived concerns. The action research also calls for the school's curricula to include the voices and experiences of students. Furthermore, schools need to use the action research of students to acquire a better understanding of the conditions which contribute to student achievement and under-achievement.

The voices of high school youth expresses the need to be included in the process of education, a need for teacher caring and fairness, the increase need for cross-cultural awareness in the school's curricula, the awareness that students need to become more active in school issues/problems, and for parents to be more encouraging and active in the education of their son/daughter. High school students in the urban context want to be involved with school and community issues, and in resolving school and social tensions.

Lastly, it is important to remember that under-skilled youth become dependent on social and economic assistance and this disempowers them to become contributors of our society. Disempowerment* is a condition that is visible as early as the third grade for Latino/Chicano/African American and low income students. In responding to this disempowering condition, schools tend to begin to implement promising practices to arrest the underachievement of these students at the junior and high school level. Unfortunately it is six to eight years too late--after the problem of underachievement was created. The "empowerment" of youth is not a process that begins at the junior or high school level, but one that must must begin before kindergarten with school/ community interventions and public commitment.

* Empowerment refers to the development of youth who will have the necessary academic and social skills to be productive members in our democratic society--socially, economically, and politically. Disempowerment is the absence of this condition.

References

Catterall, J. and Cota-Robles, E. (1988). "The Educationally At-Risk: What Numbers Mean." Accelerating the Education of At-Risk Students, Conference paper presented at Stanford University, November 17-18.

Chavez, V. M. Jr. (1993). Chicano Latino At Risk Students in San Diego City Schools. Unpublished MA Degree Thesis, University of Washington.

Espinosa, R. and Ochoa, A. M. (1992). Educational Attainment of California Youth: A Public Equity Crisis. San Diego, CA: Policy Studies Department, College of Education,San Diego State University.

Haycock, K. and Navarro S. (1988). Unfinished Business. A Report from the Planning Committee for the Achievement Council. Oakland, California.

Kitchen, D. (1990). Educational Tracking. Unpublished Doctoral Dissertation SDSU/CGS, Spring.

Ochoa, A. M., Hurtado, J. et al. (1987). The Empowerment of All Students: A Framework for the Prevention of School Dropouts. San Diego, CA: Policy Studies Department, College of Education, San Diego State University.

Rumberger, R. W. (1987). "High School Dropouts: A Review of Issues and Evidence." Review of Educational Research. Summer 1987, Vol 57, No. 2, pp 101-121.

Zachman, Jill. et al. (1987). A Selected Review of the Literature on Factors and Conditions Driving the High Risk and Dropout Problem. San Diego, CA: Policy Studies Department, College of Education, San Diego State University.

Appendices

SURVEY OPEN ENDED QUESTIONS

- Introduce yourself and team members.
- State the purpose of the survey and interview.
- Tell the respondents how to complete survey (have pencils).
- Collect surveys and begin interview:

"Now we would like to ask you three general questions related to students thinking of wanting to dropping out of school. We will take general notes and will not identify your opinions by name, so feel free to express your opinions."

1. How does school contribute to student wanting to dropout?

2. What kinds of feelings do you have about school that may make you want to leave school?

3. What kinds of pressures do you get from your family that create school problems?

4. Any other comments?

- Express your appreciation to each of the students and have them go back to their classes.

Student Survey: Perceptions on Dropout Prevention

The San Diego City Schools Roundtable on Dropout Prevention is requesting your opinions to the following questions. You are asked to indicate your opinions using a five point scale. Your name or opinion will be kept confidential. Thank you for your cooperation and assistance.

Please check or circle your best opinion

1. Sex: M___ F___ 2. Age ___ 3. Grade level _____ 4. Race/Ethnicity _____

5. What is your Home language: English:_____ Spanish_____ Asian____ Other (name)____

6. When you attend school you feel:
Supported ____ Somewhat supported _____ Neutral____ Unsupported____

	School-Student-Home Factors:	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
7	My teachers help me with my work in class.	1	2	3	4	5
8	My teachers are concerned when I do not do well.	1	2	3	4	5
9	I know what I need to graduate from High School.	1	2	3	4	5
10	I have access to my counselor.	1	2	3	4	5
11	I am challenge by my school work.	1	2	3	4	5
12	High School is a high priority for me.	1	2	3	4	5
13	I have the skills to do well in school.	1	2	3	4	5
14	My teachers tell me what they expect of me.	1	2	3	4	5
15	My teachers treat me like a competent individual.	1	2	3	4	5
16	I am treated differently at school because of my race.	1	2	3	4	5
17	I am comfortable when I speak to teachers.	1	2	3	4	5
18	I have seriously thought about dropping out.	1	2	3	4	5
19	I am very interested in school.	1	2	3	4	5
20	I am treated well at school.	1	2	3	4	5
21	I am satisfied with my school grades.	1	2	3	4	5
22	I am happy when I attend school.	1	2	3	4	5
23	I try to avoid school because of school assignments.	1	2	3	4	5
24	I feel intimidated by other students.	1	2	3	4	5
25	I worry that I will not graduate from high school.	1	2	3	4	5
26	I am bored with my classes.	1	2	3	4	5
27	I feel comfortable talking to my counselor.	1	2	3	4	5
28	I do not have time to do my homework at home.	1	2	3	4	5
29	I have no private time.	1	2	3	4	5
30	My work hours interfere with my school work.	1	2	3	4	5
31	I need to help my family financially.	1	2	3	4	5
32	I have more responsibilities at home than at school.	1	2	3	4	5
33	I prefer to be at school than at home.	1	2	3	4	5
34	School is too demanding.	1	2	3	4	5
35	My parents don't pay attention to my school work.	1	2	3	4	5

SURVEY OPEN ENDED QUESTIONS
INTERVIEWS WITH STUDENTS
1/13 &14/93
N=19 Interview Groups

Themes based on the frequency of student responses to each of the three interview questions

1. How does school contribute to student wanting to drop out? By:

-ignoring "problem" kids
-teachers requirements are too high
-ignoring conditions of bathroom sanitation
-students not making grades
-not having more counselors
-teachers not teaching
-not having vocational education
-having greater freedom in choosing classes
-school is boring
-school being boring
-students not getting good grades
-not having time for homework
-taking unnecessary class
-doing difficult work
-counselors big problem
-not getting help from counselors
-having a short lunch
-having antagonizing teachers
-the school appearance (graffiti)
-school hours too long
-teachers that are disbelieving of students
-school work too difficult
-teachers not paying attention to students
-don't like teachers
-teachers don't care (2)
-teachers put you down
-explain different grade requirements
-more positive reenforcement from teachers
-have teachers care more
-racial tension
-black & hispanic students don't get along
-counselors not available
-having limited free speech

-having a closed campus
-don't like school hours
-not knowing graduation requirements
-sports racial issues (soccer)
-school is cheap for cutting sports
-school has bad reputation
-teachers prejudice towards students that have a bad record
-legacy of bad behavior
-boring "teachers don't make it interesting"
-teachers need to care more
-the appearance of school (carpet/tile)
-not having more time in passing period
-financial reasons
-school counselor being unavailable
-adults try to get (students) out of their way
-experiencing too much stress
-stress at school
-too much work at school
-students talk too much in class
-not enough sports
-teachers limit student speech, opinion, etc...
-teachers underestimate students
-unsanitary bathrooms
-counselors give bad advice
-the students lack of respect for teachers, thus teachers insult students
-school work takes up too much time (1B)
-teachers are here to get paid but do not teach
-teachers have the ability to teach but do not keep students interested
-different counselors say different things
-too much emphisison !B classes, AP would be easier
-don't learn anything in classes
-teachers need a positive attitude
-counselors not accessible
-discrimination between AP and regular classes
-difficult school work and pressure
-possibly racial tension in school
-teachers talk too much and are oblivious to students needs
-teachers don't explain work
-unsanitary conditions (bathrooms)
-not enough school activities, dances etc...
-neglect of students (apathy) on the part of the teachers
-school work deadline pressures
-teachers not willing to explain difficult problems

-some teachers not paying attention to ethnic students
-deal with racial complaints
-too much unnecessary homework
-students being neglected by teachers
-not making school and work programs accessible to students

2: What kinds of feelings do you have about school that make you want to leave school?

-having too much homework
-not having the personal motivation to go to school
-classes need to be more interested
-classes need to be smaller, they need to be smaller
-some teachers think they are the only teachers with regards to school work
-students cutting classes
-advance classes give more homework
-too many school requirements like dress code, homework, classes
-strong feelings of wanting to leave school
-internal school racial conflict between students
-too much pressure to meet school requirements
-fighting in school
-race wars between mexicans, whites and blacks
-problems between students about their beliefs and ideas
-always going to be "mess-ups" or problem students
-afraid of fighting (fears)
-not liking certain racial groups (prejudice)
-principal and vice-principals are not known
-too much crap at school
-too much vandalism and not enough security guards
-negative interaction between different classes and races
-school classes are boring
-problems with other students because of lack of understanding
-too much graffiti
-hygiene of restrooms
-too much to do in classes with limited time
-too much pressure--homework,
-why is art required?
-the law requires that I come to school
-racism
-discrimination between students and teachers and students
-discrimination between students and students
-not interested in classes

-don't like gangs or drugs
-I have better things to do like work or do recreational things
-students don't care about school
-racial tensions about getting along
-student personal problems and pressures
-school starts too early
-high school education doesn't get you anywhere
-need more responsibility for doing well in classes

3: What kinds of pressures do you get from your family that crea school problems?

-not having support from family
-no support from parents
-have to work to help out
-no scholarships for pregnant women and have the skills to work
-problems at home and parental turbulence
-no income available
-need to work to help the home
-family turbulence and drugs
-financial need to work
-pressure to eventually go to college
-parents not motivating student to make time for school work
-other family personal priorities
-financial and parental pressures
-enforcing work or school over the other
-not enforcing school hours
-IB people don't want to be there but parents interfere
-emphasis on good grades
-parents could care less
-parents need to be more interested
-family says you gotta to be the best
-got to get a job, runaway
-drugs create bad situation
-getting a job
-pressure to get good grades
-pregnancy
-to support family need better job opportunity
-not enough pressure from parents
-financially need to take care of family
-taking care of family, you can always go to school later
-parenthood a lot of responsibility
-need to work

-no time for school or related school activities
-pressures between work and school
-family problems and jobs
-parents need to get involved in school
-need greater parental enforcement about school
-parents apply too much pressure

4: Any other comments? Issues perceived in the school:

-racism
-transportation
-clean bathrooms
-school should be year-round
-change the school schedule
-wouldn't want to change schools
-don't like the school system
-would like to go to a different school
-would like to stay home than go to school
-don't want to go to school on a daily basis
-want an education
-want success
-dropping out of school is stupid
-anything but standard fighting is considered gang fighting
-too much of a gang mentality
-have a anglo-saxon student union
-dirty school
-improve the quality of California school system
-clean bathrooms
-improve parking lot security
-need new art supplies
-classes need to be smaller
-clean bathrooms and have bathroom monitors
-more programs for kids who need credits
-the need to have respect for other students
-need to know that with a high school diploma you get a better job
-racial problems
-improve cafeteria food
-racism isn't a problem
-have more sports
-need peer counseling
-break up periods 1,3,5, 2 4, 6 to relieve stress
-deal with racial problems, vandalism, stealing
-have student camps at the high school

-fix the lockers fix
-have a wall for taggers to write on
-no school multicultural cultural event
-like San Diego High, no changes
-more counselors
-more murals
-more sports
-more classes
-have drivers education classes